

**The degree of practicing transformational leadership among Heads of Academic departments in official universities from the point of view of the staff: Comparative Study Between Egypt and Jordan**

**Abstract:**

The study sought to ascertain the amount of transformational leadership practised by heads of academic departments at Cairo University and Jordan University, as well as its link with the level of functional performance as perceived by faculty members. The researcher employed a questionnaire to collect data from a sample of 171 faculty members in the study population, using the descriptive correlational technique. The findings demonstrated that the level of transformational leadership practised by the aforementioned heads of academic departments was modest in the tool as a whole and across all subjects. According to the findings of the study, faculty members have a high degree of functional performance. The findings revealed that there were no statistically significant variations in the research sample's answers owing to the variables: (gender and academic rank), whether in the degree of practising transformational leadership or in the level of functional performance. In light of the findings, the study recommended that academic department heads be provided with professional development opportunities to enhance their administrative competencies, particularly transformational leadership, and that faculty members be provided with professional development opportunities to develop their technical and administrative competencies in general.

**Keywords:**

Transformational Leadership, Functional Performance, governmental Universities, Heads of Academic Departments.

**المخلص باللغة العربية:**

هدفت الدراسة إلى التعرف على درجة ممارسة القيادة التحويلية بين رؤساء الأقسام الأكاديمية بجامعة القاهرة والجامعة الأردنية - وعلاقتها بمستوى الأداء الوظيفي من وجهة نظر أعضاء هيئة التدريس. اعتمدت الباحثة منهج الارتباط الوصفي واستخدم استبانة لجمع البيانات من عينة قوامها (171) عضو هيئة تدريس في مجتمع الدراسة. أظهرت النتائج أن درجة ممارسة القيادة التحويلية بين رؤساء الأقسام الأكاديمية المذكورة أعلاه كانت متوسطة في الأداة ككل وفي جميع مجالاتها. وخلصت الدراسة إلى ارتفاع مستوى الأداء الوظيفي لأعضاء هيئة التدريس من وجهة نظرهم. أشارت النتائج إلى عدم وجود فروق ذات دلالة إحصائية في استجابات عينة الدراسة تعزى لمتغيرات (الجنس والرتبة الأكاديمية) سواء في درجة ممارسة القيادة التحويلية أو في مستوى الأداء الوظيفي. وفي ضوء النتائج، أوصت الدراسة بإتاحة فرص التطوير المهني لرؤساء الأقسام الأكاديمية لتعزيز كفاءاتهم الإدارية، لا سيما القيادة التحويلية، وإتاحة فرص التطوير المهني لأعضاء هيئة التدريس لتطوير كفاءاتهم الفنية والإدارية بشكل عام.

## الكلمات المفتاحية:

القيادة التحويلية، الأداء الوظيفي، الجامعات الحكومية ، رؤساء الأقسام الأكاديمية.

### - Introduction

Universities are incubators for cadres and manufacturers of skills, as well as providers of skilled graduates for the job market. To meet previous objectives, leadership styles for these colleges should be provided that are in accordance with the requirements and demands of today's modern society. Universities are also economic development engines that play an important role in education. Universities serve as repository of fresh knowledge for the next generation of scientists and engineers. Academic members develop new information and use it in research activities, as well as disseminate it via teaching.. The university community also takes part in a variety of service initiatives. As a result, the goal of universities in general is to educate, research, and serve (Jain, R., 2010). Universities must seek the best options to improve their performance in a continually evolving education market marked by unpredictability and fierce competition. Essentially, the effectiveness of a university may be measured using three fundamental dimensions: teaching, research, and services. As a university's performance improves, it may enroll more students and attract more research funding. It can also get more interested in community service.

Leadership, particularly transformative leadership, is one approach for a university to tackle this issue. Previous research has shown a lot of theoretical and empirical support for transformative leadership (Avolio, 1999). Transformational leadership is one of the management concepts that emerged after the second half of the 1950s and drew attention from management experts, particularly when many organisations perceived the need to make significant changes in their performance methods in order to respond to changes in the environment (Badaway, 2013, p88).

Developed or aspirant countries want to improve all of their systems, particularly the educational system with its different institutions and agencies. They prioritise this system in terms of what they aim to build and enhance permanently by satisfying its requirements, particularly human capital, at the forefront of which is the supply of educated and qualified leaders to manage work with high quality and effect good change in these institutions. The success of educational institutions, particularly higher education, and their efficiency in carrying out their tasks and attaining their goals is dependent on the academic leaders' skill and capacity to build their institutions' future modernizing visions. This necessitates that the leaders of these institutions be advanced leaders, such as the university president and his deputies, deans of faculties, and department heads, since they are role models in the growth of societies and their ongoing improvement for the better.

According to Ibrahim (2013), one of the pillars on which creative education is propagated in modern societies is the reform of the administrative structure in educational institutions, particularly university education. Leading higher education institutions objectively in accordance with current leadership arts significantly helps to the growth of education in order for it to become a high-quality innovative education creating graduates who are productive citizens of their communities.

The current era's information and technical progress has resulted in the birth of several leadership styles, trends, and modern theories. They are distinguished by a high capacity for leading institutions to face modern challenges and developments by influencing subordinates' behaviour and developing their creative abilities, by providing opportunities, encouraging them to overcome difficulties and challenges that their organisations may face, and enabling them to make the right decisions in the interest of the institution, particularly the educational institution and its educational-learning process. (Alsaedi, Male, 2013).

Transformational leadership, as defined by Northouse in the research of Smairat and Maqableh (2014), is one of the leadership approaches that meet the demands of administrators and instructors while also providing incentives for them to do their jobs effectively and properly. The transformational leader inspires employees to go above and beyond by integrating them into the institution's vision, creating shared goals, giving personalised assistance and brainstorming, and serving as a role model.

The significance of transformational leadership and its application at universities is particularly emphasised as a creative technical leadership comprised of different and diverse administrative ways. It improves university performance with a sense of responsibility, responds flexibly to changes in the climate and environment of universities, fluctuations in the requirements and needs of workers and individuals dealing with the university, including students and community members, raises employee satisfaction with the university and their sense of loyalty and belonging to it, and motivates them to achieve outstanding performance to ensure the university's continued success (Atoum, 2018).

Transformational leadership may have a substantial influence on organisational success. When planning for development processes in any institution, one of the main administrative aspects and one of the sensitive topics that must be considered is performance. In this regard, senior management is capable of designing and preparing development plans that are appropriate with their institutions' actual capabilities, conditions, and requirements (Mwafi, 2007).

Universities can use performance assessment to assess the precision with which they implement the policies and programmes they establish, whether they are recruiting, selection, and appointment policies, or development and follow-up programmes and policies on their human resources. As a result, the performance rating process eventually reflects the university's legal, social, and ethical image. (Al- Hiti, 2017).

By identifying and developing core values and a unifying purpose, liberating human potential and generating increased capacity, developing leadership and effective followership, utilising interaction focused organizational design, and building interconnectedness, transformational leadership serves to create and sustain a context for building human capacity. (Hickman, 1997, p. 2).

The significance of transformational leadership has been widely explored in management literature, implying that knowing its four characteristics is critical for firms seeking to strengthen their competitive edge (Gheorghe,2012).

As a result, this study seeks to explore the extent of transformational leadership practised by heads of academic departments at Cairo University and Jordan University, as well as its link to functional performance.

#### - **Problem Statement:**

There are several indicators that point to a lack of skills among university leaders, which leads to poor management performance, which necessitates certain standards to practise university leadership and possess the skills associated with it in order to meet 21st Century challenges (Eid, 2020), emphasising the need to practise a unique leadership style in order to overcome these deficiencies. According to various studies, there is a positive relationship between the leader's practises based on his distinctive leadership skills and talent and what employees feel about the level of organisational loyalty, the development of their organisational motivation, and its positive relationship to the dimensions of the organisational climate, and high morale (for example, Zenni, (2012); Al-Salmi, (1433 AH).

The current situation in Egypt and Jordan, the deterioration of the living environment due to the deterioration of the local economy and its adverse effects are undoubtedly affecting the situation of the Egyptian University of Education, and this study tried to use a transformative leadership style. Hope to improve the performance of universities in Egypt and Jordan, such as Cairo University and

Jordan University-one of the researchers was an undergraduate

- This management style has not yet been introduced at the university, so
- As far as the researcher knows, investigate the relationship between the level of practice of transformational leadership between the Dean of Cairo University and the University of Jordan and the level of functional performance from the faculty's point of view.

- **Research Questions:**

This question was divided into sub-questions related to the degree of transformational leadership practice, the level of job security, and the extent to which the target group's responses were influenced by the variables of gender and academic rank, and then the relationship between the degree of transformational leadership practice and the level of functional performance. These questions were addressed during the discussion of the study's findings.

- **Research objectives:**

This research aims to achieve the following objectives:

- Identify transformational leadership and its importance for universities and their leaders
- Identify the actuality of transformational leadership practice among college head departments at Cairo University and Jordan University from the perspective of faculty members in general, and according to its four aspects.

**Hypotheses of the Study:**

Based on the model of the study, the following hypotheses were developed:

- **The main hypothesis :** From the perspective of the letters, there is no statistically significant effect (0.05) for the level of practising transformational leadership among university presidents (with all its dimensions: idealised influence, inspirational motivation, intellectual stimulation, and individual consideration) on job satisfaction among deans and department chairs.
- **First minor hypothesis:** From the standpoint of the letters, there is no statistically significant effect (0.05) for the level of practicing transformational leadership among university presidents in terms of the dimension of idealized influence) on work satisfaction among deans and department heads.
- **Second minor hypothesis:** From the standpoint of the letters, there is no statistically significant influence (0.05) for the level of practicing transformational leadership among university presidents in terms of the dimension of inspiring motivation on work satisfaction among deans and department heads.
- **Third minor hypothesis:** From the standpoint of the letters, there is no statistically significant influence (0.05) for the level of practising transformational leadership among university presidents on the dimension of intellectual stimulation on work satisfaction among deans and department heads.
- **Fourth minor hypothesis:** From the standpoint of the letters, there is no statistically significant influence (0.05) for the amount of transformational leadership practiced by university presidents on the dimension of individual consideration on work satisfaction among deans and department heads.

- **Significance of the study:**

**Theoretical significance:**

The significance of this study is evident in the subject matter (the degree of practising transformational leadership among some educational leaders in their administrative work at Cairo University and Jordan

university and its relationship with the level of functional performance of faculty members), especially since this administrative style has not been widely applied at Cairo University and Jordan university, according to researcher' knowledge. As a consequence, people concerned with universities and their leadership in ministries and institutions can use the findings of this study to correct and enhance present situations. This study may also provide a chance for both academics to perform scientific research on the topic matter in terms of other features and factors.

**Applied significance:**

The significance of the current study lies in its findings, which will assist university heads departments in practising transformational leadership in effective ways to achieve educational and administrative goals and prepare them to confront the challenges of educational leadership processes.

**Terms of the research:**

- **Transformational Leadership**

Transformational leadership is a complex and dynamic process in which leaders influence their followers' beliefs, goals, and values. Leaders will be able to use this to steer companies in the right direction, identify needs, and promote appropriate adjustments. (Moradi & Shahbazi, 2016).

- **Operational definition:** Transformational leadership is identified as a style of leadership performed by university leaders in this study. Four elements of transformational leaders are employed to increase faculty members' performance and inspire them to accomplish their task precisely and competently, including idealized influence, individualized concern, intellectual stimulation, and inspiring motivation. The overall degree of transformational leadership practice among university leaders is measured by the total degree obtained by the respondent via the questionnaire designed for this purpose.

**Research limitations:**

The limits of this research are classified into the following areas:

**Objective Limits:** The topic of this research was limited to the degree of transformational leadership practice (for exemplary effect, inspirational motivation, intellectual arousal, and individual interest) among the leaders of Cairo university and Jordan University from the viewpoint of the faculty members.

**Human Limits:** The researcher adopted the descriptive correlational approach and used a questionnaire to collect data from a sample of (171) faculty members in the study population.

**Spatial Limits:** This research was applied at the Cairo University in Egypt and Jordan university in Jordan.

**Time limits:** This research was carried out during the second semester, in the Academic Year 2021-2022.

- **Theoretical framework:**

**Theoretical Literature**

The theory of transformational leadership was further developed by Burns (1978) in an analysis conducted for political leaders in the second half of the 20th century. Burns described transformational leadership as "when one or more individuals interact with others in a way that encourages leaders and followers to develop a higher level of motivation and morale" (p. .20). The transformational leadership approach is one of the best approaches that has attracted attention in the last 20 years of the 20th century. The process of developing subordinate skills and improving his performance is one of the main consequences of this approach. Transformation leaders appreciate the potential energy of their subordinates to enhance their ability to fulfill their current and future commitments (Avolio, 2002,

p.735).

In this context, it is worth defining the basic concepts of transformational leadership, their dimensions, and their status at the university, as shown in the next section.

### **1- Transformational Leadership:**

The term "1978" is believed to be a leading book founder in the 1973 Downton. He defined the leader and his subordinates with motivation and supporting motivation with each other, and defined as a process to achieve the highest-level morality, motivation and morality. Transformation leadership defines the needs that the leader defines and is told in the business dictionary that it is a major style that indicates individuals through a specific vision that the group member stimulates the change of the desired change.

Alomari (2009) is defined as a leadership with excellent opportunities to stimulate subordinates to exercise the best effort to exercise the best effort to improve their business results, and is most important The function is an exceptional impact on the subordinates. The leadership of the transformation is to improve the realization of the value of work ability, stimulate the needs and motivate the trailer to overtake the self-industries for the organization, "Leadership factory style" You can explain. (CHAO et al., 2016: 10). It achieved their goals and achieve the results they are looking for and to help them respond to their respective needs (Parker, 2016), and they A type of leadership to help react through the response to the individual needs. Converter Leadership is a leader's leader to create new growth and development paths for their own organization, depending on the commitment, emotions, and loyalty between customers and employees, and creating new views I point to the style. They will prepare them and help them get important skills for new trends, and help them achieve higher ideal services, and to achieve higher services We are motivating the organization of the organization to perform basic changes based on (Mortazavi and Nikkar, 2014). This can provide a serious and exciting organization vision for employees by providing serious contacts with employees and understanding leaders to communicate leaders. . To postpone the leader to a higher level, the leader uses his charisma and postpones that his personal qualities will be postponed to his subordinate aspirations (Alalem & Alsaeed, 2020).

From the previous paragraph, the transformation leadership can be concluded that it can be defined as a procedure that affects transformation and workers, support and support of organizations and visions. It was triggered. Thus, in this leadership process, employees reach levels that exceed expectations, leaders and employees support each other to achieve a high level of motivation, and employees complete tasks and necessary tasks. I will do my best to do my best. This type of leadership also helps increase the efficiency of the institution through a working team that is motivated and passionate about achieving work goals easily and satisfactorily.

However, transformational leadership includes the main aspects outlined below.

### **2- Areas of Transformational Leadership:**

Al-Tawil (2019) summarized the areas of transformational leadership as follows:

#### **2.1 Idealized Influence (charisma):**

Transformational leaders conduct themselves in ways that allow them to act as role models for their subordinates and followers. They are also eager to acquire their trust since the subordinates reflect these leaders and aspire to be just like them. The transformative leader involves his followers in all institutional affairs and guarantees that his conduct with them adheres to very high ethical standards, staying away from authoritarianism and tyranny. He is concerned with doing what is right and correct, rather than utilising his authority for personal gain and interests and instead using it for the community good and interests.

## **2.2 Inspirational Motivation:**

## **2.3 Intellectual Stimulation:**

Transformational leaders are always encouraging and motivating their people to be creative. They also urge them to constantly reassess the issues they deal with in order to deal with them in fresh and inventive ways. Dawani (2013) highlighted the qualities of a transformative leader's impactful intellectual activity. He may beautifully define the vision, empower individuals to achieve it, increase confidence and optimism at work, utilize theatrical tactics to promote ideals, and lead followers with idealized influence.

## **2.4 Individualized Consideration:**

The transformative leader pays special attention to his followers' needs and recognises and respects them. He is also concerned with their professional development and helps them to meet the requirements of their work to the best of their ability in order to attain the innovation dimension in completing their responsibilities. Transformational leadership is concerned with teaching, counselling, and directing employees, creating environments that encourage creativity and innovation, and reaching greater levels of performance in accordance with their existing capabilities.

### **- Intellectual Stimulation**

When a leader creates a proper community for developing problem-solving abilities, originality, and independent thinking, intellectual stimulation occurs (Yates, 2013). This occurs when the leader takes a course that encourages followers to think creatively while solving challenges (Stokes, 2013). This is a method of framing and re-structuring challenges, as well as challenging assumptions and inspiring followers to think innovatively and imaginatively (Liu, 2013).

### **Importance of Transformational Leadership:**

Based on decades of research supporting the impact of transformational leadership on such a wide range of outcomes, it is the most powerful and effective at the top of the leadership style hierarchy within a full-range model of leadership. It is one of the leadership styles. (Bass and Riggio, 2006). Transformational leadership helps improve performance by improving changes in goals, ambitions, and thoughts of subordinates. Academic leaders want to change the perspectives and behaviors of their subordinates (Lynch, 2017). These management styles ensure that both leaders and followers of transformational leadership styles promote mutual awareness of the organization's goals (Kaluet et al., 2019). Transformational leadership has a profound impact on leaders' overall behavior and thinking, leading to an integrated understanding of success (Mahdinezhad et al., 2013a). Transformational leadership has also recently received a lot of attention from researchers in solving predicted problems. Finally, transformational leadership creates creativity and enhances job performance (HarrisBoundy, 2015). Therefore, this style of leadership lays the right foundation for academic leaders to become effective leaders. In addition, many research reviews have found that academic leaders' transformational leadership is positively correlated with their ability to perform their duties (Torlak and Kuzey, 2019).

## **3- Transformational Leadership in Higher Education**

An institution can be viewed as a learning system if its success is dependent on the abilities of its leaders as transformational leaders who evolve and transfer their visions and strategies, and those who "find honest and effective ways to overcome barriers, pay attention to the quality of service provided by their organisations, and inspire other members to act in the same way" (Swail, 2003, p14).

Transformational leadership also increases the motivation and performance of followers. In this regard, the Deans or Rectors of universities are the leaders, and the professors are the followers. Transformational leadership creates good change by allowing authority to be transferred so that lecturers may work and utilise their expertise to complete their responsibilities effectively and satisfy themselves in terms of productivity and performance (Irawanto, 2019, p.98).

## **4- Functional Performance:**



Functional performance was described by Malik, Butt, and Choi (2015) as conduct that is linked with organisational goals. It is often evaluated based on employees' attainment of these objectives and relates to the employee's skill and effectiveness in carrying out the task. According to Wagner and Hollenbeck (2015), the management science literature has dealt with the concept of functional performance as a result of three factors: mental capacity, which refers to the individual's scientific and cognitive ability to accomplish his tasks and responsibilities, motivation, which refers to the desire to complete the work, and financial resources, which refer to the availability of the necessary means and tools to accomplish those tasks and responsibilities. As a result, an imbalance in one of these components leads to a drop in personnel performance, which is reflected in total organizational performance.

#### **5- Importance of Functional Performance:**

Functional performance contributes to the success of organizational management and the security of its activities developed and implemented within the organization, determining the strengths and weaknesses of the organization, improving the quality of input and output of the production process, and the scope of the organization. Decide on 'ability, potential to invest, ambition, skill, possibility to use knowledge. Because performance is a measure of an individual's ability and motivation for work, it helps organizational leaders create systems for promotions, rewards, incentives, and appropriate wages. Bring your organization a competitive advantage through innovative and creative performance by improving your organization's level of performance, achieving your organization's goals, meeting individual needs and desires, reducing costs, and rationalizing costs. (Madi, 2014).

#### **6- Relationship between Transformational Leadership and Functional Performance:**

Several academic studies suggest that transformational leadership behavior is closely linked to performance, improved quality of outcomes, increased efficiency across the organization, and achievement of job satisfaction. increase. Transformative leadership plays an important role in fulfilling their aspirations by shaping their subordinates' values and attitudes, defining their goals, and following and believing their leaders. Transformational leaders always strive to work best for their employees, encourage excellence, have a clear vision for the future, motivate and motivate them to collaborate, and personalize their subordinates. Support the interests and accept their opinions. Encourage work outside of a specific role. He is also flexible in empowering and delegating partial authority to lawyers in order to meet the aspirations of the organization and achieve the highest levels of mutual respect and trust (Smairat and Maqableh, 2014).

#### **Dimensions of Transformational Leadership:**

Transformational leadership studies reveal the presence of two transformational leadership models, each with its own set of dimensions, which include the following.:

##### **- Avolio and Bass model for transformational leadership**

Avolio and Bass presented many categories of transformative leadership aspects. The four dimensions they proposed are presented in the following paragraphs: idealised influence, inspirational motivation, intellectual stimulation, and individual consideration (Bass, 1990; Bass & Avolio, 1993; Bass & Steidlmeier, 1999; Banjeri & Krishnan, 2000; Bodla & Nawaz, 2010; Harrisson, 2011).:

- 1- **Idealized Influence:** Idealized influence may be characterised as a leader's capacity to establish a clear vision about his group's members and motivate people to share that vision. The leaders' idealised impact might serve as a model for those who want to reach their aims. As a result, such leaders are great, dependable, and respected, inspiring their followers to be proud of them, to look up to them with confidence and respect, and to emulate them. This aspect of transformative leadership is referred to as charisma.

- 2- **Inspirational Motivation:** It is motivation that offers followers with a challenge and a way of sharing objectives. Inspirational motivation is described as the leader's capacity to share the goal in a way that motivates the followers to realise the vision. Inspirational inspiration allows leaders to focus on the group despite any challenges that may come. Inspirational motivation is connected to morality because leaders' care for the company and followers' motivation result in moral decisions, allowing the leader to focus on the future with optimism and to set high performance standards.
- 3- **Intellectual stimulation:** The leader presents the followers with a collection of ideas, questions, and assumptions, as well as an expanded mental image, in order to stimulate the followers' thoughts and urge them to approach the problems from many viewpoints and propose their answers and propositions for fixing the difficulties. The goal is for followers to feel free to experiment with new approaches at work without fear of being chastised because their ideas differ from those of the leader.
- 4- **Individual consideration :** love and care for followers, and treating each individual differently from the others, but with fairness and attention to individual needs and attempts to meet them Furthermore, taking into account that each individual has unique demands that differ from those of others. The leader encourages followers to embrace challenges, and gives chances for learning, delegating, and training in order to improve followers' abilities and instill confidence in them. When mistakes are made, the leader exhibits confidence, respect, and tolerance, viewing them as opportunities for learning..

- **Previous Studies:**

In the following section, the researcher introduces various previous Studies conducted on a similar topic to this research (Transformational Leadership), particularly those related to university leadership and its leaders. These studies are presented in ascending order, from oldest to newest, as follows: Methods of transformative leadership as seen by Thai university staff. The study sample consisted of 360 faculty members and academics working at five public universities. Ten (10) individuals (five university presidents and five representatives) were selected to conduct qualitative interviews, while the remainder of the study sample completed a multifactorial leadership questionnaire for Bass and Evolio. Results indicated that the transformative leadership components available are inspirational action, followed by thought provocation, then ideal action, then relationships, and finally understanding change. The study also showed that there are no statistically significant differences between individuals' assessments of the dimensions of transformational leadership assigned to the study variables.

The study by Gheorghe Militaru (2012) examined the range of possible performance implications of transformational leadership for improving academic performance through creativity, knowledge and innovation. Findings showed that transformative leadership influences the relationship between executive (principal, dean, and manager) performance and university outcomes (teaching, research, and service) to determine how executive behavior affects university performance . Findings show that transformational leadership can motivate academic staff to work harder, work harder, and engage in higher levels of task performance through inspirational motivation. , intellectual stimulation, idealized influence and individualized consideration.

AlRakbs (2010) research aims to examine the relationship between transformative leadership with its four dimensions (idealized influence, inspirational motivation, intellectual simulation and individualized contemplation) and empowerment in universities in Gaza. The sample was selected from university staff in Gaza for the study population. The main tool for data collection was the survey of 660 questionnaires distributed to administrators and academics in administrative positions. A total of 567 completed questionnaires were returned, with a response rate of 85.9%. This research

found that the elements of empowerment and the dimensions of transformative leadership (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) existed in universities. examined. The research found a positive relationship between the dimensions of transformational leadership and empowerment.

ALDeeb's (2012) study aimed to acknowledge the extent of transformative leadership practice by academic administrators at Palestinian universities from a faculty member's perspective, to acknowledge the difficulties of these practices, and to acknowledge the best ways to enhance them through the application of descriptive analytics. This study was applied to a sample of 284 academic members of Palestinian universities in the Gaza Strip. Data collection was via three forms, with the first questionnaire proposing the level of transformative leadership practice by academic governance. The relative weight of administrative leadership practices versus transformational academic leadership was 52.8%. The result of the relative weighting of the difficulties was 73.9%. This result also indicates that there are no statistically significant differences at the level ( $0.05 \geq \alpha$ ) in teachers' mean grades according to the variables gender, faculty, years of service, and grade in the first questionnaire, while the results suggested that Presence of statistically significant differences depending on the variable (university).

The study by AlRegeb (2017) shows the relationship between the level of practice of transformational leadership and the social responsibility of academic leaders at King Saud University in the light of variables related to academic leaders (academic major, academic rank, post). The purpose is to identify. To achieve the research goals, researchers used two tools that were validated and tested for reliability. The study sample consisted of 225 academic leaders from King Saud University in Riyadh during the second semester of the 2016/2017 1437/1438 semester. Researchers have used descriptive applications of interrelationship law. The results of the study show that, from their point of view, King Saud University academic leaders demonstrate transformative leadership at a moderate level across four dimensions: charismatic influences, personal development, psychological and motivational stimuli. I showed that I did. Al Saleh (2019) conducted a survey aimed at discovering realities, challenges, and ways to enhance transformative leadership among academic leaders at Saudi Arabian universities. To achieve their research goals, researchers used questionnaires as a means of collecting data, using descriptive and analytical methods. The study sample consisted of 535 faculty members, 287 men and 248 women. The study has come to various conclusions, most importantly, the first dimension of the sample members is the ideal effect, followed by the inspirational motivational dimension. The study showed that there were no statistically significant differences between variables such as gender, job title, experience, and the university to which the teacher belongs on all axes of transformational leadership. There are several studies that have examined the topics of transformational leadership and work satisfaction, but relatively few have examined the university environment. Researchers reviewed these studies and divided them into Arabism research and foreign language studies. Studies with Alamad and Abu Diyyah (2012) have acquired the relationship between the degree of transformation management to Jordania University and the approval of educational staff between the academic leader (Dean and its academic sector). Besides placement variables that are work settings. In this study, high-level transformation leadership to the public university between academic leaders between academic leaders indicated that the leadership was the extent to the prospects and improvement of the teacher's employment.

A study by ALSWIDI, Nawawi and Alhosam (2012), aimed at identifying the effects of employees and transformers on job satisfaction among employees of Islamic Bank of Yemen. This study affected the positive impact on the satisfaction of employee duties and the forward effects of the teaching of transformation on the satisfaction of duties. Transformative leadership was not important as a parameter in the relationship between employee psychological empowerment and work satisfaction. A

study by AlJalabneh (2011) aimed to investigate the job satisfaction of teachers at the University of Philadelphia and how it relates to their morale. According to the survey, teacher job satisfaction was mediocre, with direct leadership ranked first with a high score and salaries and incentives ranked last with a low score. The study by Al-Aqash and AlHussain (2008) aims to compare the job satisfaction of faculty members at private and public universities in Jordan. The study found that the overall level of job satisfaction was moderate, and while social and medical services and economic rewards were last ranked, the dimension of academic atmosphere was the point of job satisfaction. Shown that it was ranked first in. The study of

Mansour (2010) aims to investigate the job satisfaction of teachers at Arnaja National University and may have statistically significant differences in job satisfaction due to work experience and educational background variables. In addition to. The results showed that overall satisfaction was moderate and the areas with the lowest satisfaction were associated with promotions and incentives.

A study by Ahmad, Adi, Noor, Abdul Rahman, and Yashuang (2013) aims to investigate the impact of transformational leadership on the job satisfaction of nurses in Malaysian health centers. In this survey, the average score of respondents' attitudes toward the exercise of transformational leadership among managers was moderate, and the existence of the influence of transformational leadership on job satisfaction was the presence of nurse satisfaction. It was shown to occupy 64%. Mutual leadership also influences job satisfaction, accounting for 39% of nurses' job satisfaction. A study by Bagram and Altaf (2010) aims to investigate the impact of transformational leadership on administrative creativity and work satisfaction. Researchers used descriptive research methods to investigate the relationships between research variables. The results show that the dimensions of transformational leadership (individual consideration, intellectual stimulation, inspirational motivation, ideal impact) have a statistically significant impact on administrative creativity and job satisfaction. We have shown that formation leadership plays an important role in achieving administrative creativity and high standards of work. Employee satisfaction.

#### **Commentary on Previous Studies:**

- All previous studies have used the questionnaire as a tool to collect data
- Most previous studies have depended on the experimental method
- Most previous studies were conducted in the Kingdom of Saudi Arabia
- All previous studies insured the importance of transformational leadership in universities
- The current study is different in that it was conducted and applied at the Cairo university and Jordan University.

The researcher benefited by reviewing previous studies in:

- Recognizing the concept of transformational leadership and determining its dimensions.
- Ensuring its practice is of importance in universities
- These studies were of use for developing the questionnaire (study tool).

#### **Methodology:**

In order to achieve the objectives of the study, The researcher used the descriptive correlational approach which is the most appropriate scientific method to the nature of this study.

#### **Study Population and Sample:**

The study population consisted of (1083) faculty members at Cairo university and Jordan university. The study sample consisted of (171) members selected randomly, which represents approximately

(16%) of the aforementioned study population.

**Study Tool:**

To collect data from target groups, The researcher has developed a tool that is split into two parts, each representing a different survey. One dealt with transformational leadership. It was developed with reference to several studies, such as those by Al Jabri (2018) and Atoum (2018), and follows four domains: ideal impact, inspirational motivation, intellectual stimulation, and personal reflection. It was distributed. The other dealt with the level of functional performance. It was developed with reference to some previous studies such as: The study by Al Suleiman and Maqableh (2017) and Al Wadian (2016) included two areas related to faculty technical and administrative performance. A 5-point Likert scale was used to estimate the respondents. The validity of the questionnaire was verified for each instrument by calculating the Pearson correlation coefficient between the paragraph and its fields, and between the paragraph and the entire questionnaire. For the conversion guidance, the field correlation coefficient is in the range (0.60 0.87) and the total correlation coefficient is in the range (0.61 0.86), which is statistically significant and its value is in the conduct of this study. Will be accepted. For functional performance, the field correlation coefficient is in the range (0.46 0.69) and the overall value correlation coefficient is in the range (0.35 0.65), which is statistically significant, and that value is in this study. Is accepted for implementation. To confirm the reliability of the research tool, The researcher used two methods to assess the reliability. One is a method of testing and retesting by applying the research tool to a sample outside the sample consisting of (30) faculty members and Pearson. -Correlation is a factor extracted between the results of two applications. Another method is the Cronbach's alpha coefficient of internal consistency, as the reliability and internal consistency of each range of the two investigation instruments and the entire instrument are acceptable for investigation purposes.

**Results and discussion:**

From the perspective of faculty members, what is the level of transformational leadership practiced by heads of academic departments at Cairo University and Jordan University?

To respond to the question, the arithmetic means and standard deviations of the respondents' estimations were computed in the tool fields and throughout the tool as a whole. Table (1) showed these results.

**Table (1): Descriptive Statistics**

Sequence in the Tool	Rank	Fields	Arithmetic Means	Standard Deviations	Practicing Degree
1	1	Idealized Influence	3.46	0.85	Moderate
4	2	Individual Consideration	3.24	0.84	Moderate
2	3	Inspirational Motivation	3.15	0.92	Moderate
3	4	Intellectual Stimulation	2.95	0.88	Moderate
Questionnaire as a whole			3.19	0.80	Moderate

Table (1) revealed that, from the perspective of faculty members, the degree of transformational leadership practised by heads of academic departments at Cairo University and Jordan University was typically

(moderate), with an arithmetic mean (3.19) and a standard deviation (0.80). In all subjects, the practical degree was (moderate). This finding might be owing to a lack of administrative and professional development for department heads, or it could be because faculty members are unaware that department heads' behavioural habits reflect on transformational leadership.

**Results related to the second question:** What, in their opinion, is the degree of functional performance of faculty members at Cairo University and Jordan University?

To address this question, the arithmetic means and standard deviations of the respondents' estimates in the questionnaire fields and overall were determined. These findings were shown in Table (2).

**Table (2): Descriptive Statistics**

Rank	No.	Fields	Arithmetic Means	Standard Deviations	Level of Performance
1	2	Administrative Field	3.87	0.47	High
2	1	Technical Field	3.83	0.48	High
Questionnaire as a whole			3.85	0.44	High

According to Table (2), the degree of functional performance of faculty members was typically (high), with an arithmetic mean (3.85) and a standard deviation (0.44). In both domains, the level of functional performance was (high). The researcher attributes this result to Egyptian and Jordanian universities' efforts to increase the efficiency of employee performance and reinforce the concepts of functional performance through policies aimed at creating appropriate working conditions and providing material and moral capabilities. This results in the development of good attitudes toward work, an increase in the degree of functional performance of faculty members, and, as a result, job satisfaction.

**Results related to the third question:** Were there statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the arithmetic means of the study sample's responses to the degree of transformational leadership among heads of academic departments at Cairo University and Jordan University due to the variables: gender and academic rank?

To address the question, the arithmetic means and standard deviations of the degree of transformational leadership practise were calculated using the variables gender and academic rank, as shown in Table 1. (3).

**Table (3): Descriptive Statistics**

Variables	Fields	Levels	Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration	Total
Gender	Male	Arithmetic Mean	3.43	3.12	2.93	3.24	3.17
		Standard	0.83	0.90	0.86	0.85	0.80

		Deviati on					
	Female	Arithme tic Mean	3.53	3.22	3.01	3.23	3.22
		Standar d Deviati on	0.90	0.98	0.93	0.82	0.83
Academic Rank	Lecturer	Arithme tic Mean	3.50	3.15	2.93	3.27	3.20
		Standar d Deviati on	0.85	0.95	0.90	0.85	0.83
	Assista nt Profess or	Arithme tic Mean	3.35	3.22	2.99	3.29	3.21
		Standar d Deviati on	0.97	0.95	0.90	0.92	0.86
	Associa te Profess or	Arithme tic Mean	3.34	2.88	3.01	3.07	3.05
		Standar d Deviati on	0.69	0.89	0.79	0.72	0.69
	Professor	Arithme tic Mean	3.47	3.18	2.97	3.02	3.15
		Standar d Deviati on	0.67	0.67	0.78	0.72	0.60

Table (3) revealed that there were substantial variations in the arithmetic means of the degree of transformational leadership practised by heads of academic departments at Cairo University and Jordan University based on gender and academic rank. The findings of the multivariate analysis of variance were retrieved in the fields and in the total to determine if these differences were statistically significant. These findings were shown in Table (4).

**Table (4): Tests of Between – Subjects Effects**

Fields	Source of Variatio n	Sum of Square s	Degree sof Free	Mean Square s	F	Level of Significanc e
Gender	Idealize d Influenc	47.043	1	47.043	1.284	0.259

	e					
	Inspirational Motivation	14.484	1	14.484	0.252	0.616
	Intellectual Stimulation	44.456	1	44.456	0.868	0.353
	Individual Consideration	15.813	1	15.813	0.215	0.643
	Total	32.993	1	32.993	0.045	0.833
Academic Rank	Idealized Influence	40.76	3	13.587	0.371	0.774
	Inspirational Motivation	114.261	3	38.087	0.675	0.569
	Intellectual Stimulation	33.161	3	11.054	0.216	0.885
	Individual Consideration	116.440	3	38.813	0.528	0.664
	Total	258.804	3	86.268	0.116	0.950
Error	Idealized Influence	5971.343	163	36.634		
	Inspirational Motivation	9360.815	163	57.428		
	Intellectual Stimulation	8351.322	163	51.235		
	Individual Consideration	11982.003	163	73.509		
	Total	120744.211	163	740.762		



Overall	Idealized Influence	6064.678	170			
	Inspirational Motivation	9557.977	170			
	Intellectual Stimulation	8430.327	170			
	Individual Consideration	12145.977	170			
	Total	121310.327	170			

Table (4) revealed that there were no statistically significant variations in the arithmetic means of the research sample's responses to the degree of transformational leadership among academic department heads based on gender or academic rank. The researcher explain this gender-related outcome to the eagerness of all male and female heads of academic departments to do work responsibilities that are more homogeneous, especially when the institution follows the same criteria when selecting and appointing heads of academic departments. In terms of the academic rank variable, The researcher ascribed this finding to faculty members' favourable attitudes toward change and their use of current leadership tactics, regardless of their experience, because they are educators with higher degrees. Furthermore, faculty members of all levels are aware of the process of transformational leadership being practised by heads of educational departments in their faculties. Although it is not the same, it is quite similar.

**Results related to the fourth question:** Were there statistically significant variations ( $< 0.05$ ) in the arithmetic means of the research sample's responses to the degree of functional performance of faculty members related to the variables: gender and academic rank?

To answer this question, the arithmetic means and standard deviations of faculty members' functional performance levels were computed using the variables: Gender and academic standing, as shown in Table (5).

**Table (5): Descriptive Statistics**

Variables	Fields	Levels	Technical Field	Administrative Field	Total
Gender	Male	Arithmetic Mean	3.77	3.85	3.80
		Standard Deviation	6.48	6.48	6.45
	Female	Arithmetic Mean	3.97	3.92	3.95
		Standard Deviation	6.45	6.45	6.40
Academic Rank	Lecturer	Arithmetic Mean	3.85	3.93	3.89

		Standard Deviation	6.48	6.45	6.43
	Assistant Professor	Arithmetic Mean	3.86	3.80	3.80
		Standard Deviation	6.50	6.45	6.45
	Associate Professor	Arithmetic Mean	3.78	3.65	3.72
		Standard Deviation	6.50	6.66	6.56
	Professor	Arithmetic Mean	3.75	3.66	3.76
		Standard Deviation	6.46	6.48	6.40

Table (5) showed that there were significant differences among the arithmetic means of the level of functional performance of faculty members according to the variables of gender and academic rank. To find out whether these differences were statistically significant, the results of the multivariate analysis of variance were extracted in the fields and in the total. Table (6) showed these results.

**Table (6): Tests of Between – Subjects Effects**

Fields	Source of Variation	Sum of Squares	Degree of Freedom	Mean Squares	F	Level of Significance
Gender	Technical Field	92.724	1	92.724	0.997	7.209
	Administrative Field	7.990	1	7.990	7.727	7.777
	Total	100.990	1	100.990	7.299	7.920
Academic Rank	Technical Field	40.099	3	13.366	7.207	7.094
	Administrative Field	170.442	2	85.221	2.000	7.740
	Total	210.729	2	105.364	0.292	7.299
Error	Technical Field	9047.779	042	215.423		
	Administrative Field	7090.229	042	168.815		
	Total	16138.008	042	384.238		
Overall	Technical Field	107277.220	007	15325.317		
	Administrative Field	7404.702	007	1057.814		
	Total	114681.927	007	16383.131		

Table (6) revealed that there were no statistically significant variations in the arithmetic means of the research sample's responses to the degree of functional performance of faculty members based on gender or academic rank. Both studies ascribed this gender-related outcome to the rules, regulations, and instructions that control administrative work and specify employment responsibilities and obligations without prejudice against males and females. Therefore, everyone performs what is required duly. Regarding the academic rank variable, The researcher ascribed this outcome to the fact that everyone has jobs, duties, and burdens based on his or her academic status. As a result, each position (professor, associate professor, and assistant professor) has particular responsibilities. Because university work is seen as a trust for those assigned to it, regardless of status, everyone does his responsibilities.

**Results related to the fifth question:** Was there a statistically significant correlation at the level of significance ( $\alpha = 0.05$ ) between the arithmetic means of the study sample's responses to the degree of transformational leadership practiced by heads of academic departments at Cairo University and Jordan University - and the level of functional performance of faculty members from their perspective?

The Pearson correlation coefficient between the degree of transformational leadership and the degree of functional performance was used to answer this issue. These findings were shown in Table (7).

**Table (7): Correlations**

Transformational Leadership	Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individual Consideration	Total
Technical Field	*7.277	*7.200	*7.229	*7.227	*7.204
Administrative Field	*7.200	*7.200	*7.272	*7.220	*7.202
Total	*7.297	*7.200	*7.220	*7.297	*7.294

\* Statistically significant at the level of significance ( $\alpha = 0.05$ )

Table (7) revealed a statistically significant positive relationship between the degree of transformational leadership practised by heads of academic departments at Cairo and Jordan universities and the level of functional performance of faculty members in all subjects and overall. The researcher attributed this result to the fact that transformational leadership motivates, inspires, and intellectually stimulates workers, and has the ability to advise and convince them of the confidence and trust they have in their leaders; as a result, they achieve the defined objectives vigorously and actively in the spirit of teamwork.

**- Conclusion:**

The purpose of this study was to determine the actuality of transformational leadership practise among Cairo and Jordan University leaders (college department heads) from the perspective of the teaching staff. Following the distribution of an e-mail questionnaire on the aspects of transformational leadership, the replies of the teaching staff participants revealed that transformational leadership was practised to a high degree among college department heads at Cairo and Jordan Universities. The study also looked at the transformational leadership dimensions and determined that the dimension persons concerns was the most important in terms of practise among deans, followed by inspiring

motivation, idealised influence, and, lastly, intellectual stimulation. According to the findings, college deans get respect and admiration from their subordinates, as well as the adoption of collaboration and attention to the requirements of workers. However, they are not particularly eager to inspire followers' thinking or offer new ideas, which may need the implementation of a creative strategy inside the institution.

#### - **Recommendations:**

In the light of this study results, the researcher recommended the continuity of:

- 1- Providing professional development opportunities for heads of academic departments at Cairo University, in particular, and Egyptian institutions in general, in order to improve their administrative competences, notably transformational leadership.
- 2- Offering professional development opportunities (technical and administrative) to Jordanian university faculty members in order to increase their capabilities in these two sectors in general, and in teaching skills and performance assessment in particular.
- 3- Activating participative and cooperative cooperation among academic department leaders and their subordinates in making decisions about academic work and its activities at university faculties.

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